

Rutgers, The State University of New Jersey, New Brunswick

NJ Higher Education Sector: Public Research University

Rutgers Upward Bound

Type of Partnership: Precollege Program

Year Began: 1966

Higher Education Partner: Rutgers University

Participants Served: 100

CONTACT INFORMATION

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Partners: Schools in New Brunswick, Perth Amboy and Plainfield

DESCRIPTION

The Rutgers Upward Bound (RUB) Program is funded by the U.S. Department of Education. The program is designed to assist and motivate students to succeed and graduate from high school and prepare students to enroll and complete a post-secondary education of their choice. Upward Bound is a year-round project which has two components: a six-week residential summer program, and a Saturday academic year program.

Rutgers Young Scholars Program in Discrete Mathematics

Type of Partnership: Precollege Program

Year Began: 1990

Higher Education Partner: Rutgers University

Participants Served: 30

CONTACT INFORMATION

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DESCRIPTION

This program is designed to encourage talented students to consider careers in the mathematical sciences. Students participate in an intensive four-week academic program that provides a challenging introduction to discrete mathematics; a new area of the mathematical sciences with many applications on the cutting edge of modern research. Students develop and enhance problem-solving abilities by applying mathematical concepts to a wide range of problems. They meet distinguished professionals in the field of discrete mathematics who serve as role models and mentors. Students also have an opportunity to participate in a year-long research project.

Rutgers, The State University of New Jersey, New Brunswick

NJ Higher Education Sector: Public Research University

Camp \$tart-Up

Type of Partnership: Precollege Program

Year Began: 2003

Higher Education Partner: Rutgers University Business School

Participants Served: 25

CONTACT INFORMATION

Melinda Little, Vice President, Chief Operating Officer, Independent Means, Inc.

Rutgers University Business School

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DESCRIPTION

Camp \$tart Up is a national program for teenage girls interested in developing their entrepreneurial skills. Through an eight-day program including classes, mentoring sessions, field trips, and visits from local businesswomen, the program prepares each student for completing her own business plan for her own corporation.

Rutgers-New Brunswick GEAR UP Partnership

Type of Partnership: Precollege Program

Year Began: 2000

Higher Education Partner: Rutgers University-New Brunswick

Participants Served: 389

CONTACT INFORMATION

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Rutgers University-New Brunswick

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Partners: Lincoln, Livingston, and New Brunswick High Schools

DESCRIPTION

The Rutgers-New Brunswick GEAR UP Partnership is a collaborative initiative between Rutgers Graduate School of Education and the New Brunswick Public School District. Beginning in the year 2000, this five-year grant is designed to provide students and their families with early awareness and knowledge of college opportunities, with an emphasis on academic readiness. The program provides academic preparation and enrichment to students who attend either Lincoln or Livingston Elementary School in New Brunswick beginning in the 5th grade. The program also extends services to students who continue their education at the New Brunswick High School. Tutoring and mentoring services are provided to students through the GEAR UP Tutoring Plus program. Parent workshops provide families with information regarding college and financial resources for college.

Rutgers, The State University of New Jersey, New Brunswick

NJ Higher Education Sector: Public Research University

America Reads - New Brunswick Public Schools

Type of Partnership: Tutoring/Academic Support Services

Year Began: 1996

Higher Education Partner: Rutgers, The State University of New Jersey

Participants Served: 160

CONTACT INFORMATION

Michelle Caliendo, Jerry Clifford, Michelle Pierson, Leslie Katz, (WSR Facilitator) (WSR Facilitator/Vice Principal) (Reading Specialist)
Livingston/Lincoln Elementary Schools
New Brunswick, NJ 08901
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Partners: Rutgers Graduate School of Education, Federal Work Study Program at Rutgers, New Brunswick Public Schools, Rutgers Office of Financial Aid - Vivian Landix

DESCRIPTION

The purpose of the program is to train undergraduate college students to tutor students in literacy and assist struggling readers in the New Brunswick Public Schools. Tutors receive several training sessions and work with the same children throughout the year. The college students are federal work study children who are paid for their work. Rutgers federal work study students provide tutoring in literacy for children in need of help in the New Brunswick Public Schools. This occurs during the academic year.

Ceramic and Materials Engineering I

Type of Partnership: Build Interest in a Specific Discipline - Engineering and Engineering Technology

Year Began: 2002

Higher Education Partner: Rutgers, The State University of New Jersey

Participants Served: 30-40 per year

CONTACT INFORMATION

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DESCRIPTION

In 2003, with a grant from the NJ Commission on Higher Education, the Department of Ceramic and Materials Engineering began an aggressive outreach program to educate and raise student's interest level in science and engineering, especially in nanotechnology. Nanotechnology is a relatively new field with much potential for benefiting society. The overall program includes professional development sessions for teachers and an internship program for students.

The Department of Ceramic and Materials Engineering hosts 12-15 talented high school students for 7-8 weeks to participate in an annual internship program. During this time, students are assigned a project and work directly with School of Engineering faculty and graduate students.

Rutgers, The State University of New Jersey, New Brunswick

NJ Higher Education Sector: Public Research University

Ceramic and Materials Engineering II

Type of Partnership: Build Interest in a Specific Discipline - Science and Engineering

Year Began: 2002

Higher Education Partner: Rutgers, The State University of New Jersey

Participants Served: 30-40 per year

CONTACT INFORMATION

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DESCRIPTION

In 2003, with a grant from the NJ Commission on Higher Education, the Department of Ceramic and Materials Engineering began an aggressive outreach program to educate and raise student's interest level in science and engineering, especially in nanotechnology. Nanotechnology is a relatively new field with much potential for benefiting society. The overall program includes professional development sessions for teachers and an internship program for students.

The Department of Ceramic and Materials Engineering hosts a NanoDay outreach event twice a year: in the fall and in the spring. The event is a professional development opportunity for middle and high school teachers to learn about new advancements in nanotechnology and materials science.

Douglass Outreach

Type of Partnership: Professional Development for Teachers

Year Began: 2002

Higher Education Partner: Rutgers, The State University of New Jersey

Participants Served: 1 – 50 participants

CONTACT INFORMATION

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Partners: School Districts (i.e., Board of Education), School

DESCRIPTION

The goal of the Douglass Outreach project is to provide professional development/training/education for administrators/teachers/paraprofessionals/other therapeutic staff in the principles of Applied Behavior Analysis in regard to its application for learners with autism spectrum disorders. Some services include: Consultation to programs; training workshops in educational strategies; onsite visits to provide modeling and immediate feedback; program evaluation; and data monitoring.

Rutgers, The State University of New Jersey, New Brunswick

NJ Higher Education Sector: Public Research University

Edison Across the Curriculum

Type of Partnership: Curriculum Development

Year Began: 2004

Higher Education Partner: Rutgers, The State University of New Jersey

CONTACT INFORMATION

Paul Israel / Theresa M. Collins, Research Professor; Director and Editor, Thomas A. Edison Papers / Associate Research Professor; Associate Director, Thomas A. Edison Papers

Rutgers, The State University of New Jersey

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Web Site: <http://edison.rutgers.edu>

Partners: IEEE Foundation, Martinson Family Foundation, Rutgers Math and Science Learning Center, Rutgers Center for Mathematics, Science and Computer Education

DESCRIPTION

The program aims to enhance the educational experience of students, professionals, and the community, and improve understanding of vital concepts in technology and global society by integrating visual and textual knowledge from the Thomas A. Edison Papers into lesson plans, hands-on demonstrations, professional development workshops, and on-line resource guides that (1) support the implementation of standards-based curricula by teachers; (2) build assessable, modifiable resources to meet the curricula needs of all students; and (3) emphasize learning opportunities in K-12 education that are critical to mathematics, scientific and technological literacy.

English/Language Arts Curriculum Reform Project

Type of Partnership: Curriculum Development

Year Began: 2004

Higher Education Partner: Rutgers, The State University of New Jersey

Participants Served: 120

CONTACT INFORMATION

Julie Cheville, Assistant Professor of Literacy Education, Director, National Writing Project at Rutgers University

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Partners: Woodbridge Township Schools, Old Bridge High School (in contract)

DESCRIPTION

Teacher-Consultants who comprise the National Writing Project at Rutgers University have begun the second year of an in-service partnership with middle school English/Language Arts teachers employed in the Woodbridge Township Schools. As an in-service provider to NJ schools, the NWP at Rutgers arranges in-service series and other supplemental services that support the instructional needs of NJ teachers engaged in writing instruction. Our partnership with Woodbridge Township consists of an annual in-service package of full-day workshops that address the integration of reading and writing in the middle school grades.

The National Writing Project at Rutgers University provides a host of instructional services for departments, school, and districts. They include annual in-service workshops, support for curriculum reform, site-based Open Institutes during the summer months, off-campus courses in spring semesters, and other assistance by request.

Rutgers, The State University of New Jersey, New Brunswick

NJ Higher Education Sector: Public Research University

Impact of School Library on Student Learning

Type of Partnership: Tutoring/Academic Support Services

Year Began: 2003

Higher Education Partner: Rutgers, The State University of New Jersey

Participants Served: 10 teacher/librarian teams

CONTACT INFORMATION

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Partners: Rutgers University, 10 NJ Public schools, Educational Media Association of NJ

DESCRIPTION

The research project has the endorsement and participation of the Educational Media Association of NJ (EMAnj). The primary participants in this project are middle and secondary school students engaged in inquiry projects in 10 schools in New Jersey. Their voices constitute the data of the assessment procedures and instruments. This data represents a multi-dimensional view of learning. School librarians and teachers working with these students are also participants. There are several targeted audiences for the outcomes of this research. These include the school library professional community, as well as teachers, school administrators, and educational leaders engaged in funding decisions and policy-making.

New Jersey Math Science Partnership

Type of Partnership: Professional Development for Teachers

Year Began: 2002

Higher Education Partner: Rutgers, The State University of New Jersey

Participants Served: 12 school districts, 3 institutions of higher education, about 80,000 students

CONTACT INFORMATION

William A. Firestone, Professor & Principle Investigator

Rutgers University

New Brunswick, NJ

Partners: Rutgers University, Rowan University, Kean University, Asbury Park, Bound Brook, Bridgeton, Millville New Brunswick, Philipsburg, Roselle, Plainfield, South Bound Brook, Toms River, Union City, Vineland

DESCRIPTION

Our goals are to improve student achievement in math and science in our 12 partner school districts, increase equity in achievement outcomes (reduce achievement gaps), improve the preparation of math and science teachers (in particular math and science education of elementary teachers) in our institutions of higher education, and evaluate and conduct research on the process.

We provide year round assistance in curriculum selection and implementation, professional development for teachers, training of principals and teacher leaders, and coordination of district improvement efforts. We also assist in the improvement of teacher education programs including the math and science courses for future teachers and provide teacher induction programs.

Rutgers, The State University of New Jersey, New Brunswick

NJ Higher Education Sector: Public Research University

New Jersey Public Schools - Fluency Oriented Reading Instruction

Type of Partnership: Professional Development for Teachers

Year Began: 1999

Higher Education Partner: Rutgers, The State University of New Jersey

Participants Served: 150 Teachers, 3500 children

CONTACT INFORMATION

Melanie Kuhn and Lesley Morrow, Principal Research Investigation and Co-Principal Investigation

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Partners: Melanie Kuhn, Lesley Morrow, Gail Fazio - Linden, Lorraine Akonis - Rahway, Dr. Marilyn Birnbaum - Superintendent of Schools, North Plainfield

DESCRIPTION

The purpose of the partnership is to train teachers in Fluency Oriented Reading Instruction. This federally funded program is in its 5th year. We have had positive results in the 2nd grade classrooms where the study was implemented with significant gains in scores in the treatment rooms. We are in a scale up mode to see how easily and effectively the project can be implemented in other districts.

Training is provided during the school year to teachers about Fluency Oriented Reading Instruction. Materials are provided for the teachers. Teachers are observed for fidelity to the program. Students are tested to determine how effective the treatment is.

Quality New Jersey/Asbury Park High School Baldrige-Based Alternative Accreditation Program Pilot

Type of Partnership: Other

Year Began: 2001

Higher Education Partner: Rutgers, The State University of New Jersey

Participants Served: Faculty, administration and students of Asbury Park High School, faculty and administrators from Rutgers, Hunterdon Central High School and senior leadership of Air Cruisers Corporation.

CONTACT INFORMATION

Sherrie Tromp, Associate Director, Center for Organizational Development and Leadership

Rutgers, The State University of New Jersey

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Partners: Asbury Park High School and District, Quality New Jersey, Air Cruisers Corporation, Hunterdon Central Regional High School, Rutgers Center for Organizational Development and Leadership

DESCRIPTION

New Jersey is the first state in the nation to adapt the Baldrige criteria as an alternative to State Department of Education certification. Quality New Jersey, Rutgers Air Cruisers Corporation, and Hunterdon Central High School (a past recipient of the Governor's Quality Award) partnered with Asbury Park High School to create a model of improvement for urban districts across the state.

The partnership is designed to assist Asbury Park High school administration, teachers, and staff in institutionalizing a data driven, process-improvement-focused approach to change within the school using the Baldrige organizational excellence criteria. Services provided by the partners include organizational climate assessment, process team facilitation, instruction in data gathering and analysis methods.

Rutgers, The State University of New Jersey, New Brunswick

NJ Higher Education Sector: Public Research University

Reading First - Lakewood

Type of Partnership: Professional Development for Teachers

Year Began: 2002

Higher Education Partner: Rutgers, The State University of New Jersey

Participants Served: 60 teachers/1500 children

CONTACT INFORMATION

Gail White, Director of Language Arts

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Partners: Gail White, Lesley Morrow

DESCRIPTION

Under the No Child Left Behind, legislation grants called Reading First are available for schools in need of improvement. New Jersey received a Reading First grant for which districts applied and received funding. Lakewood received funding to improve literacy achievement in grades K through 3. Rutgers University provides teachers professional development opportunities to enhance reading strategies in the classroom. Teachers attend professional development workshops in the summer and during the academic year.

Reading First - Linden Public Schools

Type of Partnership: Curriculum Development

Year Began: 2002

Higher Education Partner: Rutgers, The State University of New Jersey

Participants Served: 65 teachers, 1625 children

CONTACT INFORMATION

Gail Fazio, Reading First Supervisor

Linden School District

Linden, NJ

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Partners: Gail Fazio, Lesley Morrow

DESCRIPTION

Under the No Child Left Behind legislation, grants called Reading First are available for schools in need of improvement. New Jersey received a Reading First grant for which districts applied and received funding. Linden received funding to improve literacy achievement in grades K through 3. Rutgers University provides teachers professional development opportunities to enhance reading strategies in the classroom. Teachers attend professional development workshops in the summer and during the academic year.

Rutgers, The State University of New Jersey, New Brunswick

NJ Higher Education Sector: Public Research University

Reading First-Jackson Public Schools

Type of Partnership: Professional Development for Teachers

Year Began: 2002

Higher Education Partner: Rutgers, The State University of New Jersey

Participants Served: 40 Teachers, 900 Children

CONTACT INFORMATION

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Partners: Adriann Jean-Denis, Lesley Morrow

DESCRIPTION

Under the No Child Left Behind legislation grants called Reading First are available for schools in need of improvement. New Jersey received a Reading First grant for which districts applied and received funding. Jackson Public Schools received funding to improve literacy achievement in grades K through 3. Rutgers University provides teachers professional development opportunities to enhance reading strategies in the classroom. Teachers attend professional development workshops in the summer and during the academic year.

The World Languages Institute (The WLI)

Type of Partnership: Professional Development for Teachers

Year Began: 2000

Higher Education Partner: Rutgers, The State University of New Jersey

Participants Served: 174 students registered in Summer 2004 plus 125 who did not take courses this summer

CONTACT INFORMATION

Marion Yudow, Administrative Director, World Languages Institute

Rutgers University

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Partners: The Rutgers Office of Continuous Education and Out Reach, The Rutgers University Summer Session, The New Jersey Department of Education, The Rutgers University Departments of French, German, Italian and Spanish and Portuguese

DESCRIPTION

The WLI provides graduate level courses for K-12 world language teachers. It was developed shortly after the World Languages Core Curriculum Content Standards were adopted by the state of New Jersey, which called for a new vision of language learning and teaching and which required the restructuring of teacher education programs to focus more on content-based proficiency-oriented instruction. We offer seven core curriculum courses in methodology, 2nd language acquisition theory, assessment, and technology, plus 14 specific content courses taught in French, German, Italian and Spanish. Participants frequently enter the MAT programs of these aforementioned languages and receive their diploma after three summers.

Rutgers, The State University of New Jersey, New Brunswick

NJ Higher Education Sector: Public Research University

Engineering Planet

Type of Partnership: Curriculum Development

Year Began: 2002

Higher Education Partner: Rutgers, The State University of New Jersey - Center for Advanced Infrastructure & Transportation

Participants Served: 1473

CONTACT INFORMATION

Dr. Monica Mazurek, Assistant Professor

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Partners: School Districts and Schools, Middle School teachers, Statewide

DESCRIPTION

The Center has hired two science teachers from a local middle school to develop several educational modules. It is critical that the education of K-12 students include an understanding of the importance of transportation, energy use and forms of transportation, and how transportation is connected to many forms of environmental pollution; such as air quality, airborne particulate matter and ozone, and surface runoff containing road dust that ends up in surface waters and coastal and estuarine sediments. The goal of this program is to inform and educate K-12 students about Transportation Infrastructure, Civil and Environmental Engineering, and what professionals in these areas do.

Each lesson is related to the New Jersey state/national science and educational standards. Teachers are able to access the website and pull up any of the available lesson plans, knowing that each lesson will target many areas of the curriculum that they need to cover.

Garrett Morgan Transportation and Technology Academy

Type of Partnership: Build Interest in a Specific Discipline - Transportation

Year Began: 2000

Higher Education Partner: Rutgers, The State University of New Jersey - Center for Advanced Infrastructure & Transportation

Participants Served: 120+

CONTACT INFORMATION

Dr. Claudia Knezek, Program Development Coordinator

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Partners: Garrett Morgan Transportation and Technology Academy, City of Paterson Board of Education

DESCRIPTION

The Garrett Morgan Transportation and Technology Academy is an innovative high school for over 100 students interested in building careers in transportation. The Academy operates in partnership with the Paterson Public Schools and provides instruction in core curriculum subjects, as well as transportation-related areas. The students are required to attend Transportation and Society, Engineering, and Planning courses, in addition to their normal academic subjects. This school was formed to educate future engineers and workers in the transportation field, as well as to improve the safety and effectiveness of the workforce.

The academy also facilitates a series of activities that provide these high school students with experience in technical applications. Including, working with transportation planning models, to networking with state officials, and visiting engineering laboratories. One example, the Sim City project simulates the creation and management of all components of a city.

Rutgers, The State University of New Jersey, New Brunswick

NJ Higher Education Sector: Public Research University

Rutgers Leap Academy Pre-Engineering Curriculum

Type of Partnership: Build Interest in a Specific Discipline - Science

Year Began: 2004

Higher Education Partner: Rutgers, The State University of New Jersey - Center for Advanced Infrastructure & Transportation / Civil and Environmental Engineering/ School of Engineering

CONTACT INFORMATION

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Partners: School Districts and Schools, Middle School teachers

DESCRIPTION

In order for students to understand the depth of math and science concepts, there are other activities taking place to ensure quality education in unopened areas for students. In a "Leap Academy" program, Dr. Mazurek partnered with the Rutgers Charter School in Camden, New Jersey, that holds grades K-12. In this partnership with teachers, parents and students, the goal is to make these students college ready. The connection with urban learners is an important bond that enables the students to further their education. Working with an 8th grade teacher, Dr. Mazurek created a lesson plan dealing with engineering information technology. Dr. Mazurek has been able to participate in some of the student activities to help them recognize their scientific talent by judging a science fair, and going over their presentations from the lesson plans created.

Highland Park Community Teen Center (A School Based Youth Services Program)

Type of Partnership: Non-Academic Support Services

Year Began: 2000

Higher Education Partner: Rutgers, The State University of New Jersey - Center for Applied Psychology

Participants Served: 140

CONTACT INFORMATION

Leslie Hodes, Ed.D., Program Director

Highland Park Community Teen Center

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Web Site: <http://www.highlandpark.k12.nj.us/users/ctc/mainframe.htm>

Partners: Rutgers University Center for Applied Psychology, Highland Park Public Schools

DESCRIPTION

The goal of the partnership is to provide high caliber youth services to residents of Highland Park between the ages of 12 and 19. Many youth do not receive crucial health related services due to lack of availability and financial means. This program makes those services readily available in a format and setting that the students are comfortable with. Rutgers University provides state of the art mental health services within this program. The graduate students who provide most of the direct services (under the supervision of the clinical coordinator) are receiving training from the highly respected faculty of the Graduate School of Applied and Professional Psychology.

Rutgers' preventative health groups provide individual and family counseling, teacher consultation on mental health and behavioral issues, and diversity-awareness programs. Through this grant and the assistance of Rutgers University staff, Highland Park Public School employees provide sexual health counseling, including pregnancy prevention, substance abuse prevention, and recreational programs for the community.

Rutgers, The State University of New Jersey, New Brunswick

NJ Higher Education Sector: Public Research University

Buck Institute for Education (BIE)

Type of Partnership: Professional Development for Teachers

Year Began: 2002

Higher Education Partner: Rutgers, The State University of New Jersey - Center for Effective School Practices

Participants Served: 150-200 per year

CONTACT INFORMATION

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Partners: Buck Institute for Education (BIE)

DESCRIPTION

BIE has developed a specific PBL model which draws on the experiences of teachers who successfully use PBL in their classrooms, recent research on student learning, and instructional models that incorporate authentic assessments, community-based education, service-learning, internships, or career academy curriculum. Project Based Learning is successful when careful attention is given to developing an engaging, student-focused culture in the classroom. The research on PBL clearly demonstrates marked improvement in retention of what is learned in a PBL program and even suggests the ability to learn more as reflected on standardized tests of academic achievement.

CESP professionals who have been trained by BIE staff provide instructional seminars to teachers throughout the academic year and summer via workshops offered at various locations throughout the state. In addition, CESP staff have conducted in-service trainings both in-state and in other states as well.

Coalition of Essential Schools

Type of Partnership: Professional Development for Teachers

Year Began: 1994

Higher Education Partner: Rutgers, The State University of New Jersey - Center for Effective School Practices

Participants Served: 37 New Jersey Schools

CONTACT INFORMATION

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Partners: 37 schools statewide, ranging K-12

DESCRIPTION

The goal of the Coalition of Essential Schools - New Jersey (CES-NJ) is to advance high achievement and deep understanding for all students through supporting schools' efforts to put the Common Principles of the Coalition of Essential Schools into practice. Each school chooses its own programs suited to its particular students, faculty, and community. CES-NJ staff can provide professional development in a variety of specific areas, including Classroom Practice, School Climate, Organizational Design, Leadership, and Community Connections.

Coaching, CES-NJ membership, and a broad range of targeted assistance are among the year-round programs and services we offer to help schools enhance teaching and learning, refashion organizational design, and develop meaningful community connections so that students are known, nurtured, and challenged in their schools.

Rutgers, The State University of New Jersey, New Brunswick

NJ Higher Education Sector: Public Research University

National School Reform Faculty - Critical Friends Group

Type of Partnership: Professional Development for Teachers

Year Began: 2001

Higher Education Partner: Rutgers, The State University of New Jersey - Center for Effective School Practices

Participants Served: 250-350 per year

CONTACT INFORMATION

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Partners: National School Reform Faculty - Critical Friends Groups

DESCRIPTION

Critical Friends Groups (CFGs) are professional learning communities where educators reflect on, analyze, and give and receive feedback on teaching practices using a variety of protocols to examine student work for the purposes of improving student performance. Led by a trained CFG coach, CFGs meet on a regular basis in schools and function as a powerful vehicle for ongoing professional development and continuous school improvement. Through CFG training, educators acquire an experiential understanding of CFG practices and processes, and can then lead CFGs in their own schools.

CFG training takes place in intensive multi-day workshops. We can provide ongoing coaching subsequent to the training to assist CFG facilitators in implementing CFGs in their schools. Each CES-NJ coach is a trained CFG facilitator and CES protocols are used extensively in CFG work.

Public Education Institute (PEI)

Type of Partnership: Other

Year Began: 2003

Higher Education Partner: Rutgers, The State University of New Jersey - Center for Effective School Practices

Participants Served: approximately 750-1000 per year

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Partners: Public Institute of Education (PEI), Representatives of Business and Labor, Other individuals and groups interested in improving public schools, Staff from the NJ Department of Education

DESCRIPTION

The Public Education Institute (PEI) joined CESP in 2003. The PEI Roundtables provide balanced, timely, and research-based information; they raise important policy issues, allow for expression of varying viewpoints, and provide a meaningful foundation for analyzing and building support for educational reforms; CESP provides facilitated afternoon sessions to discuss how to implement ideas raised during the morning's presentation and panel discussion. In addition, Roundtable highlights and overheads will soon be available on the CESP website.

Roundtables, seminars, and local forums; Study circles

Rutgers, The State University of New Jersey, New Brunswick

NJ Higher Education Sector: Public Research University

MetroMath

Type of Partnership: Curriculum Development

Year Began: 2003

Higher Education Partner: Rutgers, The State University of New Jersey - Center for Math, Science & Computer Education (CMSCE)

CONTACT INFORMATION

Joseph Rosenstein, Principle Investigator

Rutgers University - CMSCE

118 Frelinghuysen Rd., Piscataway, NJ 08854

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Web Site: <http://www.metromath.org>

Partners: University of Pennsylvania, City University of NY, Newark Public School District, Plainfield Public School District, NY City Public School System, Philadelphia School District

DESCRIPTION

Rutgers, The State University of New Jersey, is the lead recipient of up to \$10 million from the National Science Foundation (NSF) to conduct a five-year project focused on improving mathematics education in urban schools from kindergarten through 12th grade. Rutgers' partners in the project are The City University of New York/Graduate Center and the University of Pennsylvania, as well as the school districts of New York City, Newark and Plainfield, N.J., and Philadelphia. MetroMath: The Center for Mathematics in American Cities is a diverse partnership of specialists in mathematics, mathematics education, cognitive science, psychology, educational policy, and urban studies. The MetroMath Center will identify the critical strategies that will help urban students succeed in mathematics, and how those strategies should be implemented. The Center will develop leaders who will work to implement those strategies, and will leverage existing resources in urban communities to help children learn. The MetroMath Center will develop a research-based framework for successful mathematics education in America's cities.

MetroMath will offer two-year seminars and mentored internships for 50 graduate students and 100 working teachers, each of whom will earn a special certificate. These multi-disciplinary seminars will provide participants with a variety of perspectives and tools, and prepare them to assume major leadership positions in improving mathematics education in the cities. To prepare them for these graduate-level seminars, the Center will offer professional development programs to more than 300 teachers in New Jersey, New York City, and Philadelphia. The institutes aim at developing teachers' knowledge of mathematics and their understanding of how it is learned and how it may best be taught.

Rutgers, The State University of New Jersey, New Brunswick

NJ Higher Education Sector: Public Research University

GK-12 Fellows: Building a Learning Community in Science and Mathematics Through Educational Partnerships

Type of Partnership: Curriculum Development

Year Began: 1999

Higher Education Partner: Rutgers, The State University of New Jersey - Center for Mathematics, Science and Computer Education

Participants Served: 32 participants directly: 8 graduate students, 4 undergraduate students and 20 middle school teachers (middle school students meet with teachers, graduate and undergraduate students on a weekly basis)

CONTACT INFORMATION

Dr. Kathleen Scott, Professor

Rutgers University Math and Science Learning Center

618 Allison Road, Piscataway, New Jersey 08854

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Fax: 732.445-0643

Email: scott@biology.rutgers.edu

Web Site: <http://mslc.rutgers.edu>

Partners: Edison Township School District, John Adams Middle School, Woodrow Wilson Middle School, Metuchen School District, Edgar Middle School, Old Bridge Township School District, Jonas Salk Middle School, Plainfield School District, Hubbard Middle School, South Plainfield School District, South Plainfield Middle School, South Brunswick Township School District, Crossroads Middle School South

DESCRIPTION

This Program establishes and supports dynamic learning environments among the university and local school districts. Rutgers University graduate and advanced undergraduate students in science, technology, engineering, or mathematics (STEM) partner with middle school teachers, their students, and administrators from selected NJ school districts. Together they enhance their school curricula with innovative, hands-on science and mathematics activities in areas that are targeted by the schools. Rutgers students and teachers begin to work together during a two-week Summer Institute. Partnerships are strengthened during the academic year, when students introduce contemporary science and mathematics to existing middle school programs.

This is a year long project that begins with a two week summer Institute when Rutgers graduate and undergraduate science, mathematics or engineering students meet with middle school science and mathematics teachers. During the academic year, Rutgers students work with students in the classrooms of their partner teachers, enhancing existing programs.

New Literacies for a New Millennium

Type of Partnership: Tutoring/Academic Support Services

Year Began: 2002

Higher Education Partner: Rutgers, The State University of New Jersey - Center for Media Studies

Participants Served: approx. 50 students, 4 faculty at GBCS

CONTACT INFORMATION

Dr. Robert Kubey, Director

Rutgers University, Center for Media Studies

4 Huntington Street, New Brunswick, NJ 08901

Telephone: 732.932.8164

Email: kubey@scils.rutgers.edu

Web Site: <http://www.mediastudies.rutgers.edu/>

Partners: Center of Media Studies at Rutgers, Greater Brunswick Charter School, 429 Joyce Kilmer Ave., New Brunswick, NJ 08901, Richard A. Pressler, Exec. Director

DESCRIPTION

This project has three main goals. First, that Greater Brunswick Charter School students become more critical thinkers, more interactive learners, more effective users of mass media and the Internet, more discriminating consumers, more responsible citizens, and producers of media messages in their own right. Second, that in developing and teaching the curriculum, the Center will be able to assess which strategies and activities are most effective in teaching students to be literate in the traditional and new media. Third, that in building upon what is learned through developing, teaching and assessing new literacy curriculum, a comprehensive program can be made available to other schools and school districts in New Jersey and beyond. Some services offered include media literacy classes for grades 5/6 and 7/8 - one hour each class once a week; professional development and teacher training sessions for faculty members at Greater Brunswick Charter School; and materials for media literacy curriculum.

Rutgers, The State University of New Jersey, New Brunswick

NJ Higher Education Sector: Public Research University

AP English Teachers Colloquium Series

Type of Partnership: Curriculum Development

Year Began: 1999

Higher Education Partner: Rutgers, The State University of New Jersey - Department of English

Participants Served: approx. 50 per session

CONTACT INFORMATION

Richard Dienst, Associate Professor of English

Rutgers University, New Brunswick

510 George Street, New Brunswick, NJ 08901-1167

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Fax: 732.932.1150

Email: richard.dienst@rutgers.edu

Web Site: <http://english.rutgers.edu/>

Partners: AP English teachers statewide

DESCRIPTION

The Rutgers English Department organizes colloquia for AP English high school teachers across the state. Each colloquium features presentations from Rutgers English Faculty and focuses on a specific scholarly topic. Past events, for example, addressed topics such as "Early Modern Literature and Culture" and "Native American Literature." We hope to provide opportunities for sharing research and pedagogical strategies. Participants receive credit for 3 professional development hours. The colloquia are offered one or two times a year, led by 2 to 3 faculty members.

Thinking Across Perspectives

Type of Partnership: Professional Development for Teachers

Year Began: 1999

Higher Education Partner: Rutgers, The State University of New Jersey - Dept. of Educational Psychology, Graduate School of Education

Participants Served: expect to be working with 6-10 middle school science teachers this year, and possibly some elementary and high school teachers as well

CONTACT INFORMATION

Clark A. Chinn, Associate Professor

Dept. of Educational Psychology, Graduate School of Education, Rutgers University

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Email: cchinn@rci.rutgers.edu

Web Site: <http://rci.rutgers.edu/~cchinn/TAPhome.html>

Partners: National Science Foundation, Franklin Township Schools, Edison Schools (Herbert Hoover Middle School), Westfield Schools (planning to participate in future projects), South Plainfield Schools (planning to participate in future projects)

DESCRIPTION

The goal of the project is to work with teachers to develop instruction that promotes inquiry and critical thinking among students. During the academic year, a project team from the university meets with teachers to provide instructional materials for classroom use.

Rutgers, The State University of New Jersey, New Brunswick

NJ Higher Education Sector: Public Research University

Douglass Project for Rutgers Women in Math, Science, Engineering and Technology

Type of Partnership: Precollege Program

Year Began: 1986

Higher Education Partner: Rutgers, The State University of New Jersey - Douglass College

Participants Served: 307

CONTACT INFORMATION

Kim Ann Zajack, Director, Pre-college programs

Douglass College, Rutgers the State University

50 Bishop St, New Brunswick, NJ 08901

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Web Site: http://www-rci.rutgers.edu/~dougproj/dp_precollege_programs.html

Partners: school districts, corporations, foundations, Douglass College Alumnae, state government agencies, Non-traditional Career Center, Rutgers University, Rutgers University academic departments

DESCRIPTION

The Douglass Project for Rutgers Women in Math, Science, Engineering and Technology, through the pre-college program series, is dedicated to supporting students at the secondary level who show an interest in these disciplines. The Project is dedicated to offering pre-college women the opportunity to explore scientific research in a collegiate setting, involving them in hands-on math and science-related activities, helping them establish peer networks, and exposing them to female role models. The pre-college program series provides the support to young females to achieve their goals, while fostering their own personal growth and development through leadership activities.

The Douglass Science Institute (DSI) for young women entering grades 9 through 12 is a four-week summer residential exploratory program for students interested in mathematics, science, engineering and/or technology. Each grade level attends one week each summer for all four years of high school. Entry into the program is made by application during the spring of the 8th grade.

The Douglass Science Weekend Academy, held on 3 Saturdays in the fall is a program for selected 9th and 10th grade women. The program is designed to provide young women with an opportunity to participate in hands-on labs and workshops relating to the physical and life sciences, engineering, and mathematics.

The Douglass Science Career Exploration Day is an event for NJ high school women in grades 11 and 12 and their parents or guardians. Professional women from a diversity of backgrounds and disciplines, present panel discussions to create an awareness of the multitude of career paths that are available today. Educational backgrounds, career history, current research projects and networking techniques are discussed.

Rutgers, The State University of New Jersey, New Brunswick

NJ Higher Education Sector: Public Research University

Merck Institute for Science Education

Type of Partnership: Tutoring/Academic Support Services

Year Began: 1994

Higher Education Partner: Rutgers, The State University of New Jersey - Douglass College

Participants Served: 748

CONTACT INFORMATION

Jacqueline D. Heads, Director for Undergraduate Program - Douglass Project for Women in Math, Science, & Engineering

Rutgers University - Douglass College

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Email: jaden@rci.rutgers.edu

Web Site: http://www.rci.rutgers.edu/~dougproj/dp_outreach.html

Partners: Merck Institute for Science Education, Douglass College, Associate Alumnae of Douglass College, Rutgers University Academic Departments (Math & Science), New Brunswick School District

DESCRIPTION

The Outreach Program is a community service project that fosters involvement in math and science education, and provides positive role models to children in elementary and middle schools. Undergraduate volunteers lead hands-on science activities in public school classrooms, chaperone field trips, and assist with science fairs. Through classroom activities, undergraduate volunteers work with children to investigate the practical applications of math and science in today's society. In addition, the children are able to talk with women who are successfully pursuing college majors in math, science, and engineering. Through these interactions, undergraduate students develop facilitation, communication, and problem-solving skills and introduce children to the exciting worlds of math and science. All activities are based on New Jersey Core Curriculum Content Standards.

The Newark Student Voices Project

Type of Partnership: Curriculum Development

Year Began: 2001

Higher Education Partner: Rutgers, The State University of New Jersey - Eagleton Institute of Politics

Participants Served: 1080 students per year

CONTACT INFORMATION

Susan Sherr, Assistant Research Professor

Eagleton Institute of Politics

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Email: ssherr@rci.rutgers.edu

Web Site: <http://www.student-voices.org/newark>

Partners: Newark Public Schools, Annenberg Public Policy Center, Chad Science Academy, Eagleton Institute, Rutgers

DESCRIPTION

The goal of Newark Student Voices Project is to implement a civic education curriculum in all of Newark's public high schools. A full-time project coordinator works with Newark teachers to engage students in the political process and help them to make their voices heard in the community. Teachers are trained each year in how to use the curriculum effectively in the classroom. Services offered during the academic year include professional development, classroom visits to help students use the project web site, Sponsorship of district-wide civics fair and facilitation of classroom visits by public officials and activists

Rutgers, The State University of New Jersey, New Brunswick

NJ Higher Education Sector: Public Research University

French CASE Course

Type of Partnership: Tutoring/Academic Support Services

Year Began: 1993

Higher Education Partner: Rutgers, The State University of New Jersey - French Department

Participants Served: approx 65 students

CONTACT INFORMATION

Professor Mary Shaw, Professor

Rutgers University, French Department

141 George Street, New Brunswick, NJ

Telephone: 732.932.9474

Fax: 732.932.3749

Partners: Rutgers University (NB) French Department, Lord Stirling Elementary School, New Brunswick

DESCRIPTION

Developed through the University-wide Citizenship and Service Education program, the French Department's outreach courses combine study of various themes in French and Francophone literature and culture with service by involving undergraduates in teaching French language and culture to children attending Lord Stirling Elementary School. Each fall one Professor supervises 10 to 15 undergraduates who teach 40 to 60 children in class at Lord Stirling twice a week. Every spring the program shifts to a volunteer basis and instruction occurs in the after school program.

French Resource Center

Type of Partnership: Professional Development for Teachers

Year Began: 2002

Higher Education Partner: Rutgers, The State University of New Jersey - French Department

Participants Served: 500

CONTACT INFORMATION

Christelle Palpacuer, Director, French Resource Center

Rutgers University Language Institute

20 Seminary Place, New Brunswick, NJ 08901-1108

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Fax: 732.932.1556

Email: christelle.palpacuer@rutgers.edu

Web Site: <http://www.frenchrc.rutgers.edu>

Partners: French Embassy, Rutgers University French Department, Rutgers University Language Institute, New Jersey Department of Education, Individual school districts and teachers

DESCRIPTION

The Center aims to support and improve the teaching of French in New Jersey at the P-12 level and at Rutgers University. The Center develops French-related cultural and linguistic programs for the benefit of the educational, corporate, and cultural communities of the State of New Jersey. A staunch advocate of linguistic diversity, the Resource Center also aims at bringing French language and culture into the lives and classes of the children in the least privileged districts of New Jersey. The center ensures that French culture is available and accessible to all classes and groups of people in New Jersey.

- Workshops and pedagogical development for P-12 teachers;
 - distribution of teaching resources and materials (on-line and hard copy);
 - testing services for schools and individuals; on-line pedagogical support via informational website;
 - school visitations and consultations with teachers and principals;
 - presentations on French culture;
 - development of exchange programs.
- During the academic year primarily.
-

Rutgers, The State University of New Jersey, New Brunswick

NJ Higher Education Sector: Public Research University

School Psychology Practicum

Type of Partnership: Pre-Service Clinical Placements

Year Began: 1992

Higher Education Partner: Rutgers, The State University of New Jersey - Graduate School of Applied and Professional Psychology

CONTACT INFORMATION

Karen L. Haboush Psy.D, Visiting Assistant Professor, GSAPP Rutgers University

Rutgers, The State University of New Jersey - Graduate School of Applied and Professional Psychology

New Brunswick, NJ

Telephone: 732.249.2777

Partners: Princeton, South Brunswick, NJ, Somerville, NJ, GSAPP, RU

DESCRIPTION

The Graduate School of Applied and Professional Psychology has partnerships with three NJ School districts who have agreed to provide supervised training experiences for doctoral level school psychology students. District school psychologists, who are employed by the local board of education, supervise students within the district on a weekly basis. Students provide a range of psychological services in areas of counseling, testing, and teacher consultation. Services are provided during the academic year and additional training experiences are offered by Rutgers University during the summer. District school psychologists are eligible to receive continued education through Rutgers University in exchange for agreeing to supervise graduate students.

School Psychology Practicum Placement - New Brunswick

Type of Partnership: Pre-Service Clinical Placements

Year Began: 2004

Higher Education Partner: Rutgers, The State University of New Jersey - Graduate School of Applied and Professional Psychology

Participants Served: 3

CONTACT INFORMATION

Carole Salvador, Psy.D, Consulting Psychologist

New Brunswick Board of Education

Livingston Avenue, New Brunswick, NJ

Partners: school district, schools, School psychology program at Graduate School of Applied and Professional Psychology

DESCRIPTION

The purpose of the partnership is to train school psychologists to become competent members of a public school and to provide the school district with university resources. The district provides a real time experience for the systematic, integrative training of school psychologists. The university provides the knowledge and experience of the faculty to educate the professionals with state of the art practices. Both parties obtain mutual respect for their roles and responsibilities and the students at the school district and the university benefit from this partnership.

Graduate students provide assessment, intervention, consultative, and programmatic activities to the administrators, faculty, and students in the school district. Faculty provide in-service workshops to the professional staff and consultation to administrators. These services are provided throughout the academic calendar of the school district.

Rutgers, The State University of New Jersey, New Brunswick

NJ Higher Education Sector: Public Research University

School Psychology Practicum Placement - Piscataway

Type of Partnership: Pre-Service Clinical Placements

Year Began: 2002

Higher Education Partner: Rutgers, The State University of New Jersey - Graduate School of Applied and Professional Psychology

Participants Served: 6

CONTACT INFORMATION

Dermott McGee, Director of Special Services

Piscataway Board of Education

Stelton Road, Piscataway, NJ

Partners: school district, schools, School psychology program at Graduate School of Applied and Professional Psychology

DESCRIPTION

The purpose of the partnership is to train school psychologists to become competent members of a public school and to provide the school district with university resources. The district provides a real time experience for the systematic, integrative training of school psychologists. The university provides the knowledge and experience of the faculty to educate the professionals with state of the art practices. Both parties obtain mutual respect for their roles and responsibilities and the students at the school district and the university benefit from this partnership.

Graduate students provide assessment, intervention, consultative, and programmatic activities to the administrators, faculty, and students in the school district. Faculty provide in-service workshops to the professional staff and consultation to administrators. These services are provided throughout the academic calendar of the school district.

School Psychology Practicum Placement - Somerville

Type of Partnership: Pre-Service Clinical Placements

Year Began: 2004

Higher Education Partner: Rutgers, The State University of New Jersey - Graduate School of Applied and Professional Psychology

Participants Served: 4

CONTACT INFORMATION

Marie O'Leary, Superintendent of Schools

Somerville Board of Education

Gaston Road, Somerville, NJ

Partners: school district, schools, School psychology program at Graduate School of Applied and Professional Psychology

DESCRIPTION

The purpose of the partnership is to train school psychologists to become competent members of a public school and to provide the school district with university resources. The district provides a real time experience for the systematic, integrative training of school psychologists. The university provides the knowledge and experience of the faculty to educate the professionals with state of the art practices. Both parties obtain mutual respect for their roles and responsibilities and the students at the school district and the university benefit from this partnership.

Graduate students provide assessment, intervention, consultative, and programmatic activities to the administrators, faculty, and students in the school district. Faculty provide in-service workshops to the professional staff and consultation to administrators. These services are provided throughout the academic calendar of the school district.

Rutgers, The State University of New Jersey, New Brunswick

NJ Higher Education Sector: Public Research University

School Psychology Practicum Placement - South Brunswick

Type of Partnership: Non-Academic Support Services

Year Began: 2002

Higher Education Partner: Rutgers, The State University of New Jersey - Graduate School of Applied and Professional Psychology

Participants Served: 4

CONTACT INFORMATION

George Scott, Director of Special Services

South Brunswick Board of Education

Rte 1 Road, South Brunswick, NJ

Partners: South Brunswick school district, schools, School psychology program at Graduate School of Applied and Professional Psychology

DESCRIPTION

The purpose of the partnership is to train school psychologists to become competent members of a public school and to provide the school district with university resources. The district provides a real time experience for the systematic, integrative training of school psychologists. The university provides the knowledge and experience of the faculty to educate the professionals with state of the art practices. Both parties obtain mutual respect for their roles and responsibilities and the students at the school district and the university benefit from this partnership.

Graduate students provide assessment, intervention, consultative, and programmatic activities to the administrators, faculty, and students in the school district. Faculty provide in-service workshops to the professional staff and consultation to administrators. These services are provided throughout the academic calendar of the school district.

School Psychology Practicum Placement - Princeton

Type of Partnership: Non-Academic Support Services

Year Began: 2004

Higher Education Partner: Rutgers, The State University of New Jersey - Graduate School of Applied and Professional Psychology,

Participants Served: 4

CONTACT INFORMATION

Agnes Goldiing, Psy.D., School Psychologist

Princeton Board of Education

Nassau Street, Princeton, NJ

Partners: school district, schools, School psychology program at Graduate School of Applied and Professional Psychology

DESCRIPTION

The purpose of the partnership is to train school psychologists to become competent members of a public school and to provide the school district with university resources. The district provides a real time experience for the systematic, integrative training of school psychologists. The university provides the knowledge and experience of the faculty to educate the professionals with state of the art practices. Both parties obtain mutual respect for their roles and responsibilities and the students at the school district and the university benefit from this partnership.

Graduate students provide assessment, intervention, consultative, and programmatic activities to the administrators, faculty, and students in the school district. Faculty provide in-service workshops to the professional staff and consultation to administrators. These services are provided throughout the academic calendar of the school district.

Rutgers, The State University of New Jersey, New Brunswick

NJ Higher Education Sector: Public Research University

Rutgers/Somerset Counseling Project

Type of Partnership: Non-Academic Support Services

Year Began: 1994

Higher Education Partner: Rutgers, The State University of New Jersey - GSAPP

Participants Served: 30

CONTACT INFORMATION

Nancy Boyd-Franklin, Ph.D., Professor

GSAPP, Rutgers Univ.

152 Frelinghuysen Rd., Piscataway, NJ 08854-8085

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Partners: GSAPP, Rutgers University, Sampson G. Smith Intermediate School

DESCRIPTION

The goal of this partnership is to provide school and home-based individual and family therapy to students who are at risk of school failure and behavior problems, in order to promote academic achievement and personal development. The university works with school personnel and community agencies to provide counseling, tutoring, mentoring, parent training, and family therapy.

Mid Atlantic Center for Ocean Science Education Excellence (MACOSEE)

Type of Partnership: Other

Year Began: 2002

Higher Education Partner: Rutgers, The State University of New Jersey – IMCS, Jacques Cousteau National Estuarine Research Reserve

Participants Served: 8 institutions

CONTACT INFORMATION

Michael De Luca, Senior Associate Director

Institute of Marine & Coastal Sciences

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Web Site: <http://www.macosee.net>

Partners: New York Aquarium, Stevens Institute of Technology – CIESE, Rutgers University – IMCS, University of Maryland – Horn Point Laboratory, Virginia Institute of Marine Science, Word Craft

DESCRIPTION

The National Science Foundation (NSF) has established the Mid-Atlantic Center for Ocean Science Education Excellence (COSEE) to promote awareness and understanding of ocean sciences by integrating research and education programs and resources to encourage lifelong learning experiences for a broad audience including K-12 teachers, students (K-16), coastal managers, families, and diverse populations, especially underrepresented groups in the marine sciences. Lifelong learning is promoted using existing resources of the Mid Atlantic COSEE partners, featuring the coastal observing systems developed in New Jersey, Maryland, and Virginia. Programs and resources are delivered in a variety of ways including face-to-face programs and training, internships, and technology-based methods such as distance learning and the worldwide web.

Rutgers, The State University of New Jersey, New Brunswick

NJ Higher Education Sector: Public Research University

New Jersey Center for Character Education

Type of Partnership: Curriculum Development

Year Began: 2003

Higher Education Partner: Rutgers, The State University of New Jersey - Located in Graduate School for Applied and Professional Psychology, Center for Applied Psychology

Participants Served: Ten public school districts and a network of 1,400 educators

CONTACT INFORMATION

Philip M. Brown, Ph.D, Director

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Web Site: <http://www.nj-charactered.net>

Partners: RU Department of Psychology (Dr. Maurice Elias), Character Education Partnership (national, non-profit), Center for Civic and Law-Related Education (RU), Collaborative for Academic, Social and Emotional Learning (national, non-profit), Princeton Center for Leadership Training (national, non-profit), The College of New Jersey, School of Education, Center for Effective School Practices (RU), Network for Family Life Education, Center for Applied Psychology (RU), The Center for Media Studies (RU), Farleigh Dickinson University, Cape May County Special Svs. School District, Cherry Hill Public Schools, Highland Park Schools, Hunterdon Central Regional High School, Jersey City Public Schools, Monroe Township Public Schools, Paterson Public Schools, Plainfield Public Schools, Westwood Regional School District, Woodbridge Township School District

DESCRIPTION

The New Jersey Center for Character Education (NJCCE) has been established by the New Jersey Department of Education through a grant from the US Department of Education to provide guidance, leadership and support for public and nonpublic educators developing and implementing character education programs. The Center provides statewide and regional conferences annually, facilitates the work of ten demonstration project school districts, and supports an information dissemination and collegial response forum, the New Jersey Character Education Network. The Center also provides technical assistance regarding program design and evaluation to school districts in association with the state's Character Education Partnership program of state aid for all school districts.

The NJCCE assists public and non-public school districts in integrating core ethical values, such as respect, responsibility and civic involvement into curriculum and school life by providing high quality conferencing, networking, professional development opportunities and electronic communications. The NJCCE also provides technical assistance regarding program development, implementation and evaluation of character education and social/emotional learning programs.

Rutgers, The State University of New Jersey, New Brunswick

NJ Higher Education Sector: Public Research University

New Jersey Governor's School of Engineering and Technology

Type of Partnership: Precollege Program

Year Began: 2001

Higher Education Partner: Rutgers, The State University of New Jersey - School of Engineering

Participants Served: 100

CONTACT INFORMATION

Donald M. Brown, Associate Dean/Director

Rutgers University - School of Engineering

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Partners: NJ State Board of Education

DESCRIPTION

The Governor's School of Engineering and Technology presents a summer enrichment program that nurtures the talents of academically gifted students, as related specifically to the fields of engineering, technology, and information technology. In addition to general knowledge regarding the various engineering disciplines, participants gain an awareness of not only the professional and personal impact that engineering and technology have on their lives but also the developing opportunities in the world of research. Scholars leave the program with a genuine understanding of the importance of teamwork in a professional setting, including both individual styles of interaction well as group dynamics.

During this four-week residential summer program, participants study a rigorous and ambitious curriculum, including classes, tours, and guest lecturers. Scholars are assigned to work on collaborative research projects in various engineering disciplines. Concluding the program, each of these groups formally present their research to peers, family, and distinguished guests.

Program for Acceleration in Careers in Engineering (PACE)

Type of Partnership: Build Interest in a Specific Discipline - Engineering and Engineering Technology

Year Began: 1982

Higher Education Partner: Rutgers, The State University of New Jersey - School of Engineering

Participants Served: 50

CONTACT INFORMATION

Donald M. Brown, Associate Dean

Rutgers University School of Engineering

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Web Site: <http://www.paceydc-cj.org/index.html>

Partners: Statewide NJ Public & Private Schools, Engineering students from Rutgers University School of Engineering, Lucent Technologies

DESCRIPTION

PACE (Program for Acceleration in Careers in Engineering) is an innovative science and engineering awareness program for African American high school students. The goal of PACE is to help prepare students for technical careers. Emphasis is placed on mathematics instruction, engineering orientation, college preparatory skills, and cultural awareness. PACE YDC-CJ is in session from 9 am - 1 pm each Saturday morning during the school year at the campus of Rutgers University, located in Piscataway, NJ.

Rutgers, The State University of New Jersey, New Brunswick

NJ Higher Education Sector: Public Research University

Rutgers University Junior Science Symposium (Junior Science and Humanities Symposium, Northern NJ Region)

Type of Partnership: Build Interest in a Specific Discipline - Science, Engineering, and Mathematics

Year Began: 1992

Higher Education Partner: Rutgers, The State University of New Jersey - School of Engineering

Participants Served: 100

CONTACT INFORMATION

Donald M. Brown, Associate Dean/Director
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Fax: 732.445.5878
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Web Site: <http://jsrhs.org>

Partners: Academy of Applied Science, United States Departments of the Army, Navy, and Air Force

DESCRIPTION

The primary aims of the Junior Science and Humanities Symposium are to promote research and experimentation in the sciences, engineering, and mathematics at the high school level, and to recognize publicly students for outstanding achievement. Each symposium provides a forum for high school students to present the results of their research in various areas, including Behavioral Science, Engineering, Mathematics and Computer Science, and Biological Sciences. Students who participate in the symposia have the opportunity to meet and exchange ideas, interact with practicing researchers, and explore future academic and career opportunities. The regional symposium is a two-day event in early March. Paper and poster presentations are judged throughout the second day, which concludes with a banquet and award ceremony. The winner of the paper presentations is invited to compete for scholarships at the National Junior Science and Humanities Symposium.

The Academy at Rutgers for Girls in Engineering & Technology (TARGET)

Type of Partnership: Precollege Program

Year Began: 1997

Higher Education Partner: Rutgers, The State University of New Jersey - School of Engineering

Participants Served: 45

CONTACT INFORMATION

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Partners: Statewide NJ Public & Private Schools, Rutgers University Chapter of the Society of Women Engineers, Lucent Technologies, NJ Space Grant Consortium, Engineering Information Foundation

DESCRIPTION

The Academy at Rutgers for Girls in Engineering and Technology is specifically designed to familiarize girls with the various types of engineering disciplines and to instill a feeling of mathematical and scientific accomplishment within the participants. TARGET runs in two two-week sessions with 25 7th and 8th grade girls in the first session and 20 9th and 10th grade girls in the second session. TARGET program curricula and schedule consists of 9 days packed with exciting projects and interesting labs. TARGET runs in the summer throughout July. A Saturday academy runs throughout the academic year on a once-a-month basis.

Rutgers, The State University of New Jersey, New Brunswick

NJ Higher Education Sector: Public Research University

The Engineering Experience for Minorities

Type of Partnership: Precollege Program

Year Began: 1980

Higher Education Partner: Rutgers, The State University of New Jersey - School of Engineering

Participants Served: 16-24

CONTACT INFORMATION

Donald Brown, Associate Dean

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Partners: Newark School District

DESCRIPTION

By attending TEEM, students will be exposed to the various disciplines available in engineering, along with the demand faced in these exciting fields. Through full and challenging weekly schedules and working in small groups, students will experience the synergistic benefits of teamwork. Finally, the research model of TEEM will prepare students to consider an undergraduate engineering education and even graduate school as an additional option. The program also helps develop problem solving, communication, and leadership skills. The program runs during the summer for a period of two weeks.

George J. Pallrand/Rutgers Research Showcase

Type of Partnership: Professional Development for Teachers

Year Began: 2000

Higher Education Partner: Rutgers, The State University of New Jersey - Waksman Institute

Participants Served: up to 75 high school science teachers are invited to each seminar; seminars are offered twice during the academic year

CONTACT INFORMATION

Dr. William H. Sofer, Professor

Waksman Institute

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Partners: Participant teachers and school administrators represent a variety of public and private schools from around the state of New Jersey.

DESCRIPTION

The faculty at the Graduate School of Education and members of the Waksman Institute have partnered to provide a colloquium series for high school educators to bring the scientific research community and the schools together. Rutgers faculty present their current research to teachers and supervisors, while highlighting the nature of the scientific enterprise. A teacher-led discussion relating the topic to high school programs follows. In this way, science educators begin to identify their efforts with those of the scientific community.

High school science teachers and supervisors are invited to attend the colloquia at no cost. Currently two evening discussions followed by dinner are hosted during the academic year. Past seminars have been given by Rutgers faculty, researchers and scientists from our corporate sponsor, GE Healthcare (formerly Amersham Biosciences). This is followed by a presentation from a high school teacher, who suggests ways to integrate aspects of the topic into existing programs.

Rutgers, The State University of New Jersey, New Brunswick

NJ Higher Education Sector: Public Research University

The Waksman Challenge

Type of Partnership: Other

Year Began: 1996

Higher Education Partner: Rutgers, The State University of New Jersey - Waksman Institute

Participants Served: World wide, any high school level student with Internet access can participate in the Waksman Challenge

CONTACT INFORMATION

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Waksman Institute

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Partners: Many high schools from around the nation and students from around the world have participated. Our Corporate Sponsor is GE Healthcare (formally Amersham Biosciences).

DESCRIPTION

Waksman Challenges are sets of bioinformatics research problems that are offered over the Internet (<http://morgan.rutgers.edu>). High school students use web based resources including computational tools and genomic databases to answer Challenge questions. Three or four Challenges are posted each year. Over 2,000 high school students from around the world have participated since Challenges were first posted in November 1996. Student responses are submitted electronically and evaluated by graduate students and project associates. Each team is given a written critique of their response, and each student receives a certificate acknowledging their participation in that Challenge.

Challenge questions are developed by Rutgers faculty and offered over the Internet three or four times during the academic year. After teams of high school students submit their answers to a Challenge, responses are critiqued and evaluated. These evaluations are sent to teachers and each student receives a certificate acknowledging their participation.

Rutgers, The State University of New Jersey, New Brunswick

NJ Higher Education Sector: Public Research University

Waksman Student Scholars Program

Type of Partnership: Build Interest in a Specific Discipline - Science

Year Began: 1993

Higher Education Partner: Rutgers, The State University of New Jersey - Waksman Institute

Participants Served: 19 high school teachers & approximately 125 high school students

CONTACT INFORMATION

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Partners: Bayonne High School, Bordentown Regional High School, Bridgewater Raritan Regional High School, Colonia High School, East Brunswick High School, Hillsborough High School, Holmdel High School, James Caldwell High School, J. F. Kennedy Memorial High School, Monmouth Regional High School, Montville Township High School, New Brunswick Health Sciences Technology High School, North Brunswick Township High School, Pascack Hills High School, Rutgers Preparatory School, Somerville High School, The Pingry School, Watchung Hills Regional High School, West Windsor-Plainsboro High School South, Corporate Sponsor: GE Healthcare (formally Amersham Biosciences)

DESCRIPTION

The WSSP is a year-long program in molecular biology, genetics and bioinformatics. It begins with a 4-week summer institute and continues at each high school during the academic year. The program concludes with student presentations the following spring at the Waksman Forum Poster Session. Each year, a science teacher and two students representing 15 – 20 New Jersey high schools apply to the summer institute. Research continues in the schools in September when many more students can become involved. All high school students who participate in the academic year activities can enroll in the 3-credit affiliated course “Introduction to Research in Molecular Biology.”

The WSSP engages participants in a year long, actual research project in molecular biology. Background seminars, laboratory activities and bioinformatics sessions are offered during the four-week non-residential summer institute and at six academic year follow up meetings.

Rutgers, The State University of New Jersey, New Brunswick

NJ Higher Education Sector: Public Research University

A Digital Archive of New Jersey History

Type of Partnership: Curriculum Development

Year Began: 1997

Higher Education Partner: Rutgers, The State University of New Jersey Libraries

Participants Served: Teachers from nine school districts have developed modules with lesson plans since 1997.

CONTACT INFORMATION

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Partners: Rutgers University Libraries, Hunterdon Central Regional HS, East Brunswick Public Schools, Freehold Regional Public Schools, Flemington-Raritan Regional Public Schools, Bridgewater-Raritan Regional Schools

DESCRIPTION

The Electronic New Jersey project is designed for secondary, middle, and elementary school teachers to develop web-based curriculum modules using primary source material to provide students with an in-depth study of New Jersey history. The eight topical modules currently available were chosen after careful review of a range of sources available in the Special Collections and University Archives of the Rutgers University Libraries, Rutgers University-New Brunswick. Instructional activities accompany the digital sources located in each topical module. Jersey Homesteads and Social Protest in the 1960s and 1970s were piloted by students and faculty at Hunterdon Central Regional HS and Spotswood HS in 1997. In 1998-99, modules were added on the Civil War and NJ, Paul Robeson and Rutgers, New Jersey and the American Revolution, and World War II in NJ. In 2001-02, new modules on the History of Science and Technology and Mass Culture and Consumerism were developed, field-tested and mounted on the site. During summer 2003, 5 new modules were developed: Thomas Edison and the Research Process, Women's Suffrage in NJ, The Cold War and Academic Freedom, WW II and NJ Industry, and NJ and the Civil War: The Life of A Soldier. These new modules will be field-tested and revised by May 2004, with mounting on this site scheduled for winter 2005. This program provides the opportunity for faculty to engage in research and curriculum development through the use of technology.

Pharmacy Education Program

Type of Partnership: Precollege Program

Year Began: 1981

Higher Education Partner: Rutgers, The State University of New Jersey, Ernest Mario School of Pharmacy

Participants Served: 5

CONTACT INFORMATION

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DESCRIPTION

The Pharmacy Education Summer Enrichment Program (PEP) is available to a select number of high school students to aid them in their transition from high school to college. The program will assist students to compete more effectively for admission to the School of Pharmacy.

The Summer Pre-College Enrichment Program emphasizes the following areas: special instruction in mathematics with an emphasis on word problems; sessions in reading comprehension, grammar, writing, and verbal skills; orientation and introduction to concepts in general chemistry; an introduction to a pharmacy course; exposure to laboratory environment with an emphasis on compounding and formulating; and small group tutoring in each of the subject areas listed above.

Rutgers, The State University of New Jersey, New Brunswick

NJ Higher Education Sector: Public Research University

Rutgers Institute for High School Teachers

Type of Partnership: Professional Development for Teachers

Year Began: 1989

Higher Education Partner: Rutgers, The State University of New Jersey, New Brunswick - Center for Historical Analysis

Participants Served: 140

CONTACT INFORMATION

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Partners: Rutgers University, Public schools throughout New Jersey, Private schools throughout New Jersey

DESCRIPTION

The Institute for High School Teachers is designed for teachers of English and Social Studies but is open to all educators, administrators, curriculum directors, and those who intend to teach.

The primary goal is to establish communication between the secondary and the university educational communities. University faculty and secondary educators come together to discuss recent scholarly literature, innovative curricula design, primary sources for classroom use, and methods for meeting state-mandated standards. As a Professional Development Provider registered with the NJ Department of Education, the Institute also helps teachers meet their 100-hour, 5 year in-service requirement by providing official certification upon completion of each course.

Rutgers professors direct full-day conferences and afternoon courses throughout the academic year. The Institute plans, schedules, and coordinates these programs. Rutgers University offers parking, facilities, and certification.

The state's secondary schools, public and private, provide their teachers with release time for participation in the Institute and professional credit for this participation. The districts also generally provide funds for the teachers' registration fees. The state's teachers bring their expertise to the program and implement the ideas developed in the course of the institute's seminars and conferences.
